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AUTHOR	Reisman, S.; And Others
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ABSTRACT

Elementary and secondary school curriculum development and implementation in Ontario is guided by pamphlets (curriculum guidelines) from the Ministry of Education. The diverse nature of these pamphlets caused the Ministry to initiate the design of instruments to determine the meaningfulness and effectiveness of the guidelines throughout the province. Consequently, Systems Research Group developed and conducted extensive sets of field tests of questionnaires, data analysis techniques, and reporting structures to enable the ministry to examine guideline distribution, comprehension, utility and impact. A 1973 data base was created from the mailing of 25,000 questionnaires. A corresponding Five Year Plan was designed to permit the ministry to evaluate changes in guideline implementation strategies by examining the recommended reporting structures or performing analyses of their own on the existing data. (Author)

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CURRICULUM GUIDELINES

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IMPLEMENTATION EVALUATION IN ONTARIO

by

S. Reisman
L.D. Robinson
E. Peranson

SDL Systems Research Group
111 Avenue Road
Toronto, Ontario, M5R 3J8

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CURRICULUM GUIDELINE IMPLEMENTATION EVALUATION IN ONTARIO

S. Reisman, L.D. Robinson, E.Peranson
SDL Systems Research Group

I. INTRODUCTION

The Curriculum Guideline Implementation Evaluation project was initiated in response to the need of the Ministry of Education of Ontario to assess its efforts in guiding curriculum development in the public and separate schools. The Ministry seeks to accomplish this objective by producing for each discipline documents called Curriculum Guidelines. With varying degrees, each guideline is intended to provide philosophies within which disciplines should be taught, possible teaching topics, resource materials, etc. Because different committees are responsible for producing and disseminating each guideline, the methods of content, writing styles, production and dissemination, etc. vary for each guideline.

The intention of this project was to design a system which would permit the Ministry to examine and compare:

a) Guideline distribution among the ten regions in the Province;
b) Comprehension by educational personnel of the content of each guideline;
c) The degree of incorporation of guidelines into the curriculum;
d) Educational personnel perceptions of the impact of guidelines in the classroom.

The Work described herein was performed by the SDL Systems Research Group under contract for the Ministry of Education of Ontario.

Because of the diverse nature of the approximately 130 guidelines, the ten geographic divisions (regions) in the province, the personnel involved in distribution and receipt of guidelines, it was necessary to design data collection instruments to permit an in-depth examination of each of these variables.

As a result, three personnel levels were identified as being of particular importance with respect to guidelines. These include Ministry personnel, Board personnel and school personnel. Within each of these, key personnel types were identified as playing a particularly major role in implementing guidelines. These were:

Ministry Personnel:	Ministry Program Consultants
Board Personnel:	Directors and Superintendents of School Boards, Board Program Consultants
School Personnel:	Principals Teachers

II. FIELD TEST

In May of 1973 an extensive field test was conducted to evaluate the remaining alternatives for each phase of the overall system. These alternatives were concerned primarily with the selection of a suitable data collection instrument and techniques of optimally utilizing the instrument in collecting information from educational personnel in this province.

Because of the number of personnel types to be accessed, it was necessary to investigate separately the effect of response rate on each. Compounding this personnel variable was the need to investigate regional differences

for each personnel level. Finally, the field-test was required to consider the effect on response rate of gathering information on different guideline types. Table 1 presents a summary of the different data collection instruments and the number distributed to each personnel level.

The questionnaires which were field-tested were preliminary versions of the one in Appendix A. A different role-related questionnaire was administered to each personnel level.

The essay instrument consisted of an open ended version (for each personnel level) of the questionnaires.

The distribution strategies compared were mailing the instrument directly to the respondent versus mailing it to a superior of the respondent and instructing the superior to ensure the return of the instrument, and personal interviews.

Each of the cells in Table 1 was further broken down to ensure both a regional and guideline distribution for each. Data was gathered from five regions for seven guidelines. While strictly speaking the field test consisted of a 4 x 5 x 5 x 7 (instrument x personnel x region x guideline) design, practical considerations had to be imposed to limit each cell size. In addition, the primary objective for conducting the field test was to obtain an intuitive guide concerning optimization of each possible approach to collecting data from the different personnel.

The results of the field-test indicated that optimal response and utility was obtained by mailing questionnaires to the superiors of the respondents. No differences in this result were noted for either region or guideline type.

TABLE 1

PLAN FOR INSTRUMENT FIELD-TESTING

	Questionnaire			Essay	
PERSONNEL	Personally Administered	Mailed and Distributed	Mailed Direct	Mailed Direct	TOTAL
Teachers		140	178		318
Principals			30		30
School Board Consultants		20	20	20	60
Directors of Board of Education		10	10		20
Ministry Program Consultants	5		24	10	39
TOTAL	5	170	262	30	467

III. PRIMARY EVALUATION

On the basis of the field test, an evaluation was conducted throughout the province. The objective of this evaluation was the creation of a primary data base and computer-based information system to be used to permit future evaluation data to be collected, added and compared. The primary data base consists of evaluation data on eighteen guidelines for all regions in the province. Table 2 presents a list of each of the guidelines selected for the primary evaluation.

The results of the survey were analysed for each guideline. Appendix B of this report consists of typical reports generated by the system. The analyses shown in the Appendix consist of data for all guidelines combined and for all regions combined.

Of the approximately 21,000 questionnaires mailed in this evaluation the overall response rate for all personnel levels was 50.2%. A regional breakdown of response rates is presented in Table 3. The results for each personnel level surveyed are presented in this regional breakdown.

Appendix C consists of a regional breakdown of response for each guideline evaluated for each personnel level surveyed.

Appendix D consists of the regional response for each guideline evaluated considered for English and French.

Appendix E consists of a regional breakdown of response by guideline.

GUIDELINE
Name
Auto Mechanics RP. 27/1963
Biology RP 50/1963
Chemistry RP. 51/1965
Elements of Construction Technology Senior Div. 1970
English Intermediate Div. 1969
Francais, Niveau Intermediarie, 1971
Man and the Earth, Intermediate Division 1973
German, Intermediate and Senior Division 1961
Man, Science and Technology 1972
Science Intermediate Division Interim Revision 1972
Screen Education 1970
Typewriting Personal I & S 31A 1969
World Religions 1972
Informatics Intermediate and Senior Divisions 1972
Mathematics Senior Division 1972
Music, Intermediate Division Interim Revision 1972
People and Politics Senior Division 1972
P.1.J.1.1972

TABLE 2. CURRICULUM GUIDELINES - PRIMARY EVALUATION

REGION	PERSONNEL LEVEL															TOTAL		
	TEACHER			PRINCIPAL			SCHOOL BOARD CONSULTANT			DIRECTOR/ SUPERINTENDENT			MINISTRY CONSULTANT					
	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%	REC'D	DIST	%
1	531	999	53.2	6	20	30.0	10	18	55.6	6	6	100.0	4	9	44.4	557	1,052	52.9
2	722	1,341	53.6	12	31	38.7	9	27	33.3	6	10	60.0	12	12	100.0	761	1,421	53.5
3	668	1,212	55.1	8	23	34.8	16	39	41.0	8	12	66.7	7	10	70.0	707	1,296	54.5
4	1,207	2,688	47.0	30	73	41.1	28	57	49.1	8	14	57.1	9	10	90.0	1,282	2,842	45.1
5	1,079	1,952	52.6	14	42	33.3	30	57	52.6	4	13	30.8	5	11	45.5	1,132	2,075	54.6
6	1,161	2,165	51.3	19	60	31.7	32	63	50.8	7	12	58.3	6	12	50.0	1,225	2,312	53.0
7	1,402	2,867	42.9	33	107	30.8	50	120	41.7	6	15	40.0	10	14	71.4	1,501	3,123	48.1
8	1,210	2,730	41.3	35	111	31.5	50	102	49.0	7	10	70.0	10	11	90.0	1,312	2,964	44.3
9	743	1,458	42.3	12	39	30.8	14	45	31.1	5	11	45.5	6	8	75.0	780	1,561	50.0
10	1,174	2,106	42.8	12	51	23.5	24	46	52.2	5	11	45.5	5	12	41.7	1,220	2,226	54.8
TOTAL	9,897	19,518	50.7	181	557	32.5	263	574	45.8	62	114	54.4	74	109	67.9	10,477	20,872	50.2

TABLE 3 OVERALL RESPONSE RATES

IV. MULTI-YEAR OPERATIONS MANUAL

On the basis of the field test and the primary evaluation, each phase of an evaluation was formalized and documented in a two volume document entitled Curriculum Guideline Implementation Evaluation Operations Manual.

This document has been designed to be a step-by-step guide for replicating future evaluations of guidelines. The manual consists of two volumes; the first containing a detailed discussion of each step in an evaluation and the second a technical supplement to be used as a reference with the first. The following section summarizes each section of the manual.

V. SUMMARY OF PART I

1. Preliminary Decisions - Section A

Section A described the initial decision-making process and the broad policy decisions that must be made before undertaking an evaluation. This phase involves the initial conceptual planning that will determine the scope of the evaluation. Decisions must be made concerning the selection of guidelines to be evaluated and regions and personnel to be accessed.

2. Population Determination - Section B

Section B describes the first operational phase in the evaluation sequence - the task of calculating the population available to respond to each guideline under evaluation. Forms are provided to aid in the organization of this phase.

3. Sample Size Determination - Section C

Section C describes the methods of calculating the sample sizes required for the survey. These calculations are based on the determination of the populations of Section B. A table of sample sizes and questionnaires required is provided to facilitate this process, and planning forms are provided as organization aids.

4. Preliminary Activities in Preparation for Printing - Section D

Section D describes those activities that must be completed before initiating the printing of any material. A number of minor activities are required before the actual printing of the questionnaires. The material consists of questionnaires, letters of instruction, reminder notices, etc.

5. Printing - Section E

Section E describes the activities involved in printing all the material for each personnel level to be surveyed. The section is primarily concerned with tabulating the numbers of each type of material required. Forms are included to facilitate these calculations.

6. Mailing Activities - Section F

Section F is intended as a self-supporting manual to accomplish the complicated collating activities required to survey each personnel level for any one guideline.

7. Activities Associated with the Return of the Questionnaires - Section G

Section G describes the activities associated with the return of the questionnaires before data processing can begin. This section includes detailed instructions regarding questionnaire pre-editing as well as instructions to accompany the questionnaires when they are keypunched.

8. Data Preprocessing - Section H

Section H presents a non-technical description of the computer programs used in the two major data preprocessing activities. A technical supplement to Section H is included in Part II.

9. Requests for Analyses - Section I

Section I describes the kinds of analyses which may be requested and the methods by which the requests may be made and processed. The technical information supporting the information in this section is documented in Part II.

10. Analytical Methodology - Section J

Section J describes the detailed analyses available from both standard reports and from SPSS. The first part describes the considerations which must be made to perform any analysis. The second part describes the specific items which constitute the bases of the primary, secondary and other analyses.

VI. SUMMARY OF PART II

1. Guideline Codes - Section A

Section A describes the uses of guideline codes in evaluations and includes a list of all guidelines available as of January 1974. (Guideline codes are internal Curriculum Guideline reference codes.)

2. List Programs - Section B

Section B is the technical supplement to Sections D and H of Part I. This section describes the computer programs used to generate the list of subjects taught in each secondary school, sorted by board and region. Included in this section are forms which must be completed in order to obtain these lists with appropriate subject (guideline) information for any evaluation. These lists are used to determine the available populations for a survey.

3. Data Preprocessing Programs - Section C

Section C describes the technical specifications of the questionnaire preprocessing programs. The data edit/reformatting programs are discussed in terms of the input requirements and file formats.

4. SPSS Specifications - Section D

Section D describes the technical specifications of the SPSS programs and represents a technical users supplement to Part I Section J.

5. Reporting Structures - Section E

Section E contains the Report Description Manual for the standard reports shown in Appendix B. The Section

is intended to be a self-supporting section which can be easily removed and duplicated for distribution to those personnel who receive the Standard Reports.

6. Set of All Forms - Section F

Section F contains a complete set of all the forms contained in the main body of the operations manual. The purpose of the section is the provision of these organizational aids for duplication at the commencement of an evaluation.

VII. CONCLUSION

This paper summarizes the activities which have taken place in the Curriculum Guideline Implementation Evaluation Project.

The primary objective of the project was the design of a system to permit Ministry of Education personnel to monitor changes in the effect of curriculum guidelines in Ontario. An integral part of this system is a computer based information system consisting of data collected at selected times from educational personnel in the province. In order to ensure consistency in the data collection methodology a multi-year operations manual was designed describing in detail each operation required to replicate the data collection.

APPENDIX A

FINAL QUESTIONNAIRE

SECONDARY TEACHER QUESTIONNAIRE

PLEASE RESPOND TO EACH QUESTION WITH REFERENCE TO THE GUIDELINE

GUIDELINE NAME and DATE

Ministry of Education
Ontario

The Ministry is interested in improving the effectiveness of its guideline implementation procedures.

This questionnaire has been designed to obtain educators' opinions concerning various factors involved in this process. Specifically, these are: distribution, incorporation into curricula, and usefulness of the guideline.

The project will provide a basis for assessing guideline implementation as well as indicate future strategies for guideline development.

Please respond to each question with reference to the guideline GUIDELINE NAME and DATE.

As the purpose of the study is to assess the Ministry's efforts, all your answers will be completely confidential.

Please return the questionnaire in the envelope provided within two weeks.

FOR OFFICE USE ONLY

Card No.				Personnel Type			Language of Instruction		
1				1			1		
1	2	3	4	5	6	7	8	9	10

Guideline Code Region No. Evaluation No.

THE FOLLOWING QUESTIONS HAVE BEEN DEVELOPED TO GATHER INFORMATION ABOUT THE OFFICIAL CURRICULUM GUIDELINE PUBLISHED BY THE MINISTRY OF EDUCATION AND RELATED SUPPLEMENTARY MATERIAL AND ACTIVITIES.

PLEASE INDICATE YOUR ANSWERS BY MARKING THE APPROPRIATE BOXES ACCORDING TO THE INSTRUCTIONS GIVEN THROUGHOUT THE QUESTIONNAIRE.

FOR THE PURPOSE OF THIS QUESTIONNAIRE THE FOLLOWING TERMS HAVE BEEN DEFINED:

THE TERM GUIDELINE REFERS TO THE OFFICIAL MINISTRY DOCUMENT.

SUPPLEMENTARY MATERIAL REFERS TO ALL OTHER RESOURCE MATERIALS, TEXTBOOKS, FILMS, BIBLIOGRAPHIES, DETAILED DESCRIPTIONS OF TOPICS AND SUB-TOPICS, ETC., INTENDED TO SUPPLEMENT THE GUIDELINE.

1. WHEN DID YOU FIRST HEAR ABOUT THIS OFFICIAL MINISTRY CURRICULUM GUIDELINE? 11

- before it was published ☐ 1
- within 2 months of publication ☐ 2
- sometime later ☐ 3
- I don't remember. ☐ 4
- I hadn't heard of it before I received this questionnaire. ☐ 5

If you answered "I hadn't heard of it before I received this questionnaire.", please proceed directly to question 29.

2. DO YOU HAVE ACCESS TO A COPY OF THE OFFICIAL MINISTRY CURRICULUM GUIDELINE? 12

Yes ☐ 1 No ☐ 2 I don't know. ☐ 3

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELIN

3. CHECK THE SOURCE(S) OR THE MEANS WHEREBY YOU OBTAINED A COPY OF THE MINISTRY GUIDELINE. (More than one option may be checked.)

- the central office of the Ministry ☐ 15
- a Ministry program consultant ☐ 16
- personnel in your school board office ☐ 17
- a school board resource person ☐ 18
- your principal or vice-principal ☐ 19
- your department head ☐ 20
- another teacher ☐ 21
- a faculty of education ☐ 22
- inherited when assumed position ☐ 23
- another source ☐ 24
- I have never received a copy. ☐ 25

4. IN WHAT DETAIL HAVE YOU READ THE OFFICIAL MINISTRY GUIDELINE? 26

- I have read all of it in detail. ☐ 1
- I have read part of it in detail and skimmed the rest. ☐ 2
- I have skimmed all or part of it. ☐ 3
- I have not read any of it. ☐ 4

If you answered "I have not read any of it.", please proceed directly to question 29.

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

5. PLEASE RATE EACH OF THE FOLLOWING OBJECTIVES ACCORDING TO THE IMPORTANCE THAT:

(A) THE MINISTRY GUIDELINE PLACES UPON THE OBJECTIVE

(B) YOU FEEL A GUIDELINE SHOULD PLACE UPON THE OBJECTIVE

(1 = VERY IMPORTANT; 2 = MODERATELY IMPORTANT; 3 = OF LITTLE IMPORTANCE; 4 = OF NO IMPORTANCE OR NOT APPLICABLE)

OBJECTIVES	RATING Ministry guideline	RATING Your opinion
. to focus teacher attention on the importance of developing a specific skill and knowledge base needed by students	___25	___26
. to focus teacher attention on the personal and intellectual development of the student	___27	___28
. to provide the teacher with a resource document useful in formulating a course of study	___29	___30
. to provide teachers with a clear sense of direction in developing their courses of study	___31	___32
. to promote curriculum development by individual teachers	___33	___34
. to promote curriculum development by local committees	___35	___36
. to encourage the teaching of courses that emphasize contemporary developments and issues	___37	___38
. to encourage the teaching of courses that develop student awareness of the interrelationship of different disciplines	___39	___40
. to describe the form of school organization most conducive to developing courses related to student needs	___41	___42

6. PLEASE RATE THE USEFULNESS OF THE GUIDELINE ACCORDIN TO EACH OF THE FOLLOWING OPTIONS:

(1 = VERY USEFUL; 2 = MODERATELY USEFUL; 3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL OR NOT APPLICABL

	RATING
. in formulating your approach to teaching	___4
. in providing practical material useful in preparing courses of study	___4
. in providing practical material useful with students in the classroom	___4
. as a basis for curriculum development	___4
. as a course of study for you to follow	___4

7. PLEASE RATE THE GUIDELINE IN TERMS OF THE FOLLOWING FACTORS:

(1 = EXCELLENT; 2 = GOOD; 3 = FAIR; 4 = POOR; 5 = NOT APPLICABLE)

	RATING
. usefulness of practical material contained in the guideline	___4
. adequacy of the bibliography and resource list	___4
. selection of topics	___5
. factual accuracy of the guideline	___5
. clarity of the guideline	___5
. format of the guideline	___5
. student interest in the type of courses outlined in the guideline	___5
. contemporary nature of the guideline	___5
. availability of physical and/or human resources assumed by the guideline	___5
. student capability of grasping the subject material	___5
. direction provided for implementing the guideline concepts	___5

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

8. The following section pertains to supplementary material (related to the guideline) that you may have developed or received. If you have not developed any supplementary material related to the guideline, proceed to question 11.

WHICH OF THE FOLLOWING TYPES OF SUPPLEMENTARY MATERIAL HAVE YOU DEVELOPED OR HELPED TO DEVELOP? (More than one option may be checked.)

- a curriculum outline containing topics, sub-topics, or possible teaching methods ☐ 59
- a course of study for actual classroom use ☐ 60
- a textbook ☐ 61
- a list of textbooks ☐ 62
- a list of resource materials ☐ 63
- a teaching aid or instructional resource other than a text ☐ 64
- directions for implementing the guideline ☐ 65
- other material ☐ 66

9. HOW OFTEN HAVE YOU DEVELOPED SUPPLEMENTARY MATERIAL:

(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)

	RATING
. individually?	___ 67
. on a departmental committee?	___ 68
. on a family of schools committee?	___ 69
. on a school board committee?	___ 70
. with a Ministry program consultant?	___ 71

10. IN DEVELOPING THIS MATERIAL, DID YOU INTEND TO PROVIDE

(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)

	RATING
. a guide for formulating an approach to teaching?	___ 72
. practical material useful for preparing courses of study?	___ 73
. practical material that can be used with students in the classroom?	___ 74
. a basis for curriculum development?	___ 75
. a course of study for you or others to follow?	___ 76

11. If you have not received any supplementary material, proceed to question 14.

2 1

HAVE YOU RECEIVED SUPPLEMENTARY MATERIAL FROM ANY OF THE FOLLOWING SOURCES? (More than one option may be checked.)

- the central office of the Ministry ☐ 11
- a Ministry program consultant ☐ 12
- your school board office ☐ 13
- a school board resource person ☐ 14
- your principal or vice-principal ☐ 15
- your department head ☐ 16
- another teacher ☐ 17
- a publishing company ☐ 18
- a faculty of education ☐ 19
- another source ☐ 20

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

12. WHICH OF THE FOLLOWING TYPES OF SUPPLEMENTARY MATERIAL HAVE YOU EVER RECEIVED? (More than one option may be checked.)

- a curriculum outline containing topics, sub-topics, or possible teaching materials ☐ 21
- a course of study for actual classroom use ☐ 22
- a textbook ☐ 23
- a list of textbooks ☐ 24
- a list of resource materials ☐ 25
- a teaching aid or instructional resource other than a text ☐ 26
- directions for implementing the guideline ☐ 27
- other material ☐ 28

13. PLEASE RATE THE USEFULNESS OF THE SUPPLEMENTARY MATERIAL WHICH YOU RECEIVED ACCORDING TO EACH OF THE FOLLOWING CRITERIA:

(1 = VERY USEFUL; 2 = MODERATELY USEFUL; 3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL)

	RATING
• in formulating your approach to teaching	____ 29
• in providing practical material useful in preparing courses of study	____ 30
• in providing practical material useful with students in the classroom	____ 31
• as a basis for curriculum development	____ 32
• as a course of study for you to follow	____ 33

14. If you have neither received nor developed any supplementary material related to the guideline, proceed to question 15.

WHEN YOU RECEIVED OR DEVELOPED SUPPLEMENTARY MATERIAL, HOW OFTEN DID YOU:

(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)

	RATING
• use it to develop material for your own use?	____ 34
• use it directly in classroom teaching?	____ 35
• discuss it with others?	____ 36
• pass it on to someone?	____ 37
• read it but not use it?	____ 38
• not read it?	____ 39

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

15. The following section relates to meetings (i.e., formal winter and summer courses, seminars, workshops, professional development days, etc.), you may have attended, where the official Ministry guideline was discussed. If you have never attended any of the above, proceed to question 18.

HOW OFTEN HAVE YOU ATTENDED MEETINGS SPONSORED BY EACH OF THE FOLLOWING?

(1 = OFTEN; 2 = SOMETIMES; 3 = RARELY; 4 = NEVER)

	RATING
. a school	____40
. a family of schools	____41
. a school board	____42
. personnel in the regional office of the Ministry of Education	____43
. personnel in the central office of the Ministry of Education	____44
. a faculty of education	____45
. The Ontario Institute for Studies in Education	____46
. a university	____47
. a community college	____48
. a professional association	____49

16. IN THESE MEETINGS, HOW OFTEN WAS THIS GUIDELINE DISCUSSED?50

Often [ ]1 Sometimes [ ]2 Rarely [ ]3 Never [ ]4

17. If you do not teach a course related to the guideline, proceed directly to question 28.

WHAT EFFECT DID THESE MEETINGS HAVE IN CHANGING:

(1 = GREAT EFFECT; 2 = MODERATE EFFECT; 3 = LITTLE EFFECT; 4 = NO EFFECT)

	RATING
. your course of study?	____51
. your teaching methods?	____52
. the resource material you use?	____53
. your perception of the guideline?	____54

18. The following section concerns textbooks that you use in courses related to the guideline. If you do not use textbooks, proceed to question 20.

HOW DID THE TEXTBOOKS COME TO YOUR ATTENTION? (More than one option may be checked.)

a school board textbook list	[ ]55
your department head	[ ]56
a fellow teacher	[ ]57
your principal	[ ]58
a school board consultant	[ ]59
a Ministry program consultant	[ ]60
Circular 14	[ ]61
the Ministry guideline	[ ]62
a publishing company	[ ]63
a teachers' federation publication	[ ]64
a university	[ ]65
a college of education	[ ]66
another source	[ ]67

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

19. TO WHAT EXTENT DO YOU FEEL THAT THESE TEXTBOOKS ARE CONSISTENT WITH THE MATERIAL AND CONCEPTS CONTAINED IN THE OFFICIAL MINISTRY CURRICULUM GUIDELINE?

- a great deal
- a fair amount
- some but not much
- not at all

20. If you do not use a plan of study in the courses you teach related to the guideline, proceed to question 21.

HOW WAS THE PLAN OF STUDY YOU USE IN YOUR COURSES RELATED TO THE GUIDELINE DEVELOPED?

- individually
- by your department head
- by a departmental committee
- by a school board committee
- by a school board resource person
- by a Ministry program consultant
- other

21. ABOUT HOW MANY DAYS (8 HOURS) DID YOU PERSONALLY SPEND ON CURRICULUM DEVELOPMENT RELATED TO THIS GUIDELINE DURING AN AVERAGE MONTH OF THE PAST SCHOOL YEAR?

7 or more	6-7 days	3-5 days	1-2 days	less than 1 day	no time

22. OF THE TIME YOU SPEND ON CURRICULUM DEVELOPMENT, HOW MUCH IS "PAID TIME" IN THE SENSE THAT YOU ARE FREED FROM REGULAR CLASSROOM DUTIES FOR CURRICULUM WORK?

- no time
- less than ¼ the time
- ¼ the time
- more than ¼ the time

23. PLEASE INDICATE HOW MUCH OF YOUR CURRICULUM DEVELOPMENT ACTIVITY IS SPENT WORKING WITH THE OFFICIAL MINISTRY GUIDELINE AND WITH MATERIALS DESIGNED TO SUPPLEMENT THE GUIDELINE:

	Ministry guideline	Supplementary material
	78	79
no time		
less than 25%		
25 - 50%		
more than 50%		

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

3 1

24. PLEASE RATE EACH OF THE FOLLOWING RESOURCES IN TERMS OF THEIR USEFULNESS TO YOU IN DEVELOPING YOUR CURRICULUM OR COURSE OF STUDY:

(1 = VERY USEFUL; 2 = MODERATELY USEFUL; 3 = OF LITTLE USE; 4 = NOT AT ALL USEFUL)

RESOURCE	RATING
• films and filmstrips	___ 11
• records and tapes	___ 12
• professional journals	___ 13
• commercial periodicals (magazines, newspapers, etc.)	___ 14
• your principal	___ 15
• the Ministry program consultant	___ 16
• your department head	___ 17
• a school board consultant and/or superintendent	___ 18
• official Ministry curriculum guideline	___ 19
• other Ministry publications	___ 20
• curriculum materials produced by a school board	___ 21
• material from a teachers' federation publication	___ 22
• notes and material from courses, workshops, etc.	___ 23
• a textbook	___ 24

25. PLEASE RATE THE GUIDELINE'S EFFECT ON EACH OF THE FOLLOWING:

(1 = MORE; 2 = LESS; 3 = NO CHANGE)

	RATING
• the amount of teacher attention individual students receive	___ 25
• student's freedom to determine his own direction within the course or subject area	___ 26
• student exposure to materials and topics within the course or subject area	___ 27
• relevance of the subject area to student experience	___ 28
• student reliance on texts	___ 29
• student understanding of subject	___ 30
• student interest and participation in related activities	___ 31
• dialogue in class	___ 32

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

26. PLEASE RATE THE FOLLOWING FACTORS IN TERMS OF THEIR VALUE IF HELPING YOU DEVELOP A CURRICULUM:

(1 = EXCELLENT; 2 = GOOD; 3 = FAIR; 4 = POOR)

	RATING
. quality of resource material available	35
. quantity of resource material available	36
. interest of the students	36
. time available	36
. quality of physical facilities available	37
. extent of your agreement with the ideas expressed in the guideline	38
. your own skills in curriculum development	39
. availability of supervisory assistance	40
. extent of agreement with your colleagues regarding the content of the curriculum	41

27. WHAT EFFECT DID THE GUIDELINE HAVE IN CHANGING:

(1 = SIGNIFICANT EFFECT; 2 = MODERATE EFFECT; 3 = LITTLE EFFECT; 4 = NO EFFECT)

	RATING
. your course of study?	42
. your teaching methods?	43
. the resource material you use?	44

28. TO WHAT EXTENT DOES THE CURRICULUM GUIDELINE REITERATE YOUR PHILOSOPHY AND APPROACH TO TEACHING: 45

a great deal	1
to a moderate extent	2
not very much	3
not at all	4

These final few questions concern your personal background. Your answers will enable us to compare the attitudes of people with similar experiences. We assure you that all your answers will be kept anonymous.

29. (a) HOW MANY YEARS HAVE YOU WORKED? (Please check one box in each column.)

	In this school 46	For this board 47	Total number years teach 48
Less than 1 year	1	1	1
1 - 5 years	2	2	2
6 - 10 years	3	3	3
11 or more years	4	4	4

29. (b) HOW MANY FULL-TIME TEACHERS ARE THERE IN YOUR SCH

Less than 5	5-10	11-20	21-30	31-50	51-70	More tha 70
1	2	3	4	5	6	7

ANSWER ALL QUESTIONS WITH REFERENCE TO THE SPECIFIC GUIDELINE

29. (c) PLEASE CHECK THE BOX OPPOSITE YOUR AGE CATEGORY. 50

COMMENTS

20-29	30-39	40-54	55-64	65 or over
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

29. (d) ARE YOU A DEPARTMENT HEAD? 51

Yes	No
☐ 1	☐ 2

29. (e) WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE ATTAINED? (Check only one option.) 52

grade XIII	☐ 1
course work towards a bachelor's degree	☐ 2
course work towards a diploma, certificate, etc.	☐ 3
bachelor's degree	☐ 4
diploma, certificate, etc.	☐ 5
graduate work towards a master's degree	☐ 6
master's degree	☐ 7
graduate work towards a doctorate	☐ 8
doctorate	☐ 9

APPENDIX B

STANDARD REPORTS A-H

OVERALL SUMMARY

EVALUATION OF GUIDELINES

REPORTS WERE REQUESTED BY MIN OF EDUCATION REQUEST # 1

REGIONS THAT WERE USED ARE 1 2 3 4 5 6 7 8 9 10

EVALUATIONS USED WERE 1

GUIDELINES USED WERE ALL

PRIMARY DATA BASE ANALYSES
SEND OUTPUT TO ALL APPROVED PERSONNEL
VIA CENTRAL AND REGIONAL OFFICES

FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE A COPY OF THE OFFICIAL MINISTRY CURRICULUM GUIDELINE 7

SOURCE OF THE GUIDELINE	PERSONNEL LEVEL --TEACHER-- NUMBER	PERCENT	--PRINCIPAL-- NUMBER	PERCENT	SCHOOL BOARD --CONSULTANT-- NUMBER	PERCENT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT NUMBER	PERCENT	MINISTRY PROGRAM --CONSULTANT-- NUMBER	PERCENT	TOTAL OF --EACH NUMBER	SOURCE- PERCENT
CENTRAL OFFICE OF THE MINISTRY	670	7.3	806	41.9	96	28.0	27	42.9	60	72.3	1659	14.3
REGIONAL DIRECTOR OF EDUCATION									8	9.6	8	.1
SCHOOL BOARD DIRECTOR / SUPERINTENDENT					27	7.9					27	.2
MINISTRY CONSULTANT	862	9.4	207	10.8	108	31.5	18	28.6	3	3.6	1198	10.3
SCHOOL BOARD OFFICE	427	4.7	489	25.4	54	15.7	6	9.5	3	3.6	979	8.5
SCHOOL BOARD CONSULTANT	225	2.5	63	3.3	14	4.1			1	1.2	303	2.6
PRINCIPAL	3306	36.1	143	7.4							3449	29.8
DEPARTMENT HEAD	1711	18.7	28	1.5							1739	15.0
TEACHER	194	2.1	14	.7							208	1.8
FACULTY OF EDUCATION	934	10.2	25	1.3	5	1.5	2	3.2	2	2.4	968	8.4
INHERITED	400	4.4	103	5.4	20	5.8	6	9.5	4	4.8	533	4.6
ANOTHER SOURCE	146	1.6	21	1.1	14	4.1	2	3.2	2	2.4	185	1.6
NOT RECEIVED	292	3.2	24	1.2	5	1.5	2	3.2			323	2.8
TOTAL FOR EACH PERSONNEL LEVEL	9167	100.0	1923	100.0	343	100.0	63	100.0	83	100.0	11579	100.0
NUMBER OF RESPONDENTS	7301		1402		258		54		70		9085	

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

FROM WHICH OF THE FOLLOWING SOURCES DID YOU RECEIVE A COPY OF THE OFFICIAL MINISTRY CURRICULUM GUIDELINE ?

REQUEST # 1 FOR MIN OF EDUCATION

WHEN DID YOU FIRST HEAR ABOUT THE OFFICIAL MINISTRY CURRICULUM GUIDELINE ?

1 = PREPUBLICATION
2 = WITHIN TWO MONTHS
3 = LATER
4 = DO NOT REMEMBER

PERSONNEL LEVEL

SOURCE OF THE GUIDELINE	TEACHER MODE	TEACHER PERCENT	PRINCIPAL MODE	PRINCIPAL PERCENT	SCHOOL BOARD CONSULTANT MODE	SCHOOL BOARD CONSULTANT PERCENT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT PERCENT	MINISTRY PROGRAM CONSULTANT MODE	MINISTRY PROGRAM CONSULTANT PERCENT	TOTAL OF EACH SOURCE MODE	TOTAL OF EACH SOURCE PERCENT
CENTRAL OFFICE OF THE MINISTRY	1	40.5	1	58.7	1	64.6	1	44.4	1	86.7	1	59.0
REGIONAL DIRECTOR OF EDUCATION									1	62.5	1	62.5
SCHOOL BOARD DIRECTOR / SUPERINTENDENT					1	40.7					1	40.7
MINISTRY CONSULTANT	1	51.8	1	65.0	1	58.3	3	44.4	1	100.0	1	62.8
SCHOOL BOARD OFFICE	1	35.1	1	61.1	1	40.7	3	33.3	1	100.0	1	53.7
SCHOOL BOARD CONSULTANT	1	32.3	1	52.4	1	64.3			1	100.0	1	62.4
PRINCIPAL	3	27.5	1	36.9							1	30.4
DEPARTMENT HEAD	3	40.2	2	25.0							3	32.6
TEACHER	3	46.4	3	50.0							3	48.4
FACULTY OF EDUCATION	3	56.7	3	44.0	4	60.0	2	50.0	1	50.0	2	30.2
INHERITED	3	39.7	1	37.3	1	35.0	4	83.3	3	75.0	3	37.4
ANOTHER SOURCE	1	34.9	3	38.1	1	35.7	2	50.0	1	50.0	3	37.5
TOTAL FOR EACH PERSONNEL LEVEL	3	32.3	1	41.0	1	45.0	4	32.7	1	72.0		
NUMBER OF RESPONDENTS	6995		1378		254		53		70		8750	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE EACH OBJECTIVE ACCORDING TO THE IMPORTANCE LEVEL
(A) THE MINISTRY GUIDELINE PLACES UPON THE OBJECTIVE.
(B) YOU FEEL THE GUIDELINE SHOULD PLACE UPON THE OBJECTIVE.

1=VERY IMPORTANT
2=MODERATELY IMPORTANT
3=OF LITTLE IMPORTANCE
4=OF NO IMPORTANCE

OBJECTIVES	PERSONNEL LEVEL: TEACHER A MODE	TEACHER A PCT	TEACHER B MODE	TEACHER B PCT	PRINCIPAL A MODE	PRINCIPAL A PCT	PRINCIPAL B MODE	PRINCIPAL B PCT	SCHOOL BOARD CONSULTANT A MODE	SCHOOL BOARD CONSULTANT A PCT	SCHOOL BOARD CONSULTANT B MODE	SCHOOL BOARD CONSULTANT B PCT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT A MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT A PCT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT B MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT B PCT	MINISTRY PROGRAM CONSULTANT A MODE	MINISTRY PROGRAM CONSULTANT A PCT	MINISTRY PROGRAM CONSULTANT B MODE	MINISTRY PROGRAM CONSULTANT B PCT	TOTAL OF EACH OBJECTIVE A MODE	TOTAL OF EACH OBJECTIVE A PCT	TOTAL OF EACH OBJECTIVE B MODE	TOTAL OF EACH OBJECTIVE B PCT
TO FOCUS ON DEVELOPMENT OF SKILLS	2	41.4	1	53.1	1	41.4	1	58.5	2	37.1	1	51.7	2	42.5	1	51.2	2	44.6	1	50.0	2	40.5	1	52
TO FOCUS ON STUDENT INTELLECTUAL DEVELOPMENT	1	39.6	1	53.2	2	39.6	1	44.9	1	36.2	1	57.0	1	50.0	1	65.9	1	44.6	1	71.4	1	41.5	1	58
AS A RESOURCE DOCUMENT	1	44.1	1	54.7	1	46.8	1	57.1	1	43.8	1	70.4	1	70.0	1	73.2	1	53.6	1	73.2	1	51.7	1	65
AS A MASTER PLAN TO FOLLOW	1	37.3	1	53.3	1	43.2	1	60.2	1	34.5	1	68.3	1	46.7	1	77.5	1	40.0	1	74.5	1	40.8	1	66
TO PROMOTE INDIVIDUAL CURRICULUM DEVELOPMENT	2	38.0	2	40.9	2	47.7	1	41.0	1	35.8	1	46.6	1	47.5	2	41.5	1	49.1	1	56.4	1	39.3	1	43
TO PROMOTE CURRICULUM DEVELOPMENT BY LOCAL COMMITTEES	2	31.4	2	36.2	2	35.8	2	34.5	1	32.7	1	51.1	1	42.5	2	43.9	1	41.8	1	54.5	1	32.1	1	39
TO PROMOTE THE TEACHING OF CONTEMPORARY COURSES	2	37.1	2	40.8	1	32.1	2	40.5	1	36.8	1	40.8	1	47.5	2	48.8	1	43.6	1	58.2	1	38.5	1	41
TO PROMOTE STUDENT AWARENESS OF INTER-DISCIPLINARY RELATIONSHIPS	2	36.6	2	43.5	2	34.2	2	48.3	2	36.4	1	38.9	1	47.5	1	46.3	2	38.2	1	46.3	2	34.6	2	42
AS A DOCUMENT FOR SCHOOL ORGANIZATION	4	37.2	2	30.4	4	39.4	4	33.0	4	45.2	2	33.3	2	35.0	2	41.5	4	42.6	2	34.0	4	36.4	2	32
TOTAL FOR EACH PERSONNEL LEVEL	2	34.7	1	40.8	2	33.6	1	40.2	2	33.8	1	49.5	1	44.2	1	49.2	1	39.6	1	56.0				
NUMBER OF RESPONDENTS	4195				121				182				41				56				4595			

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE THE USEFULNESS OF THE GUIDELINE ACCORDING TO EACH OF THE FOLLOWING OPTIONS .

1 = VERY USEFUL
2 = MODERATELY USEFUL
3 = LITTLE USE
4 = NOT USEFUL

USES OF THE GUIDELINE	PERSONNEL LEVEL											
	--TEACHER--		--PRINCIPAL--		SCHOOL BOARD --CONSULTANT--		SCHOOL BOARD DIRECTOR/ SUPERINTENDENT		MINISTRY PROGRAM --CONSULTANT--		TOTAL FOR --EACH USE--	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
GUIDE FOR FORMULATING AN APPROACH TO TEACHING	2	45.9	2	55.2	2	42.6	2	46.7	1	37.5	2	45.3
PROGRAM MATERIAL FOR COURSE PREPARATION	2	38.3	2	43.2	2	49.4			2	36.6	2	41.9
PRACTICAL MATERIAL FOR STUDENTS IN THE CLASSROOM	3	41.4	3	47.9	3	38.6			4	41.7	3	40.8
BASIS FOR CURRICULUM DEVELOPMENT	2	47.5	1	45.2	1	47.3			1	54.2	1	45.0
COURSE OF STUDY TO FOLLOW	2	37.5	3	35.8	3	33.6			4	54.2	4	34.2
TOTAL FOR EACH PERSONNEL LEVEL	2	39.1	2	40.8	2	37.2	2	46.7	2	28.2		
NUMBER OF RESPONDENTS	6826		1363		257		45		72		8563	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE THE GUIDELINE IN TERMS OF THE FOLLOWING FACTORS .

MIN OF EDUCATION

1 = EXCELLENT 2 = GOOD 3 = FAIR 4 = POOR 5 = NOT APPLICABLE

GUIDELINE FEATURES	PERSONNEL LEVEL: TEACHER MODE	TEACHER PERCENT	PRINCIPAL MODE	PRINCIPAL PERCENT	SCHOOL BOARD CONSULTANT MODE	SCHOOL BOARD CONSULTANT PERCENT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT PERCENT	MINISTRY PROGRAM CONSULTANT MODE	MINISTRY PROGRAM CONSULTANT PERCENT	TOTAL FOR EACH FEATURE MODE	TOTAL FOR EACH FEATURE PERCENT
CONTENT OF PRACTICAL MATERIAL	3	36.8	3	40.4	3	43.0	2	38.6	3	31.5	3	35.8
BIBLIOGRAPHY AND RESOURCE LIST	2	39.3	2	46.5	2	42.4	2	45.5	3	30.6	2	40.3
TOPIC SELECTION	2	48.8	2	56.8	2	52.8	2	41.9	2	41.7	2	48.4
FACTUAL ACCURACY	2	49.6	2	56.1	2	50.2	2	44.2	1	50.7	2	48.8
CLARITY	2	40.8	2	38.7	2	46.2	2	47.7	1	40.3	2	42.2
FORMAT	2	41.2	2	39.3	2	36.1	2	52.3	1	34.2	2	38.7
STUDENT INTEREST IN COURSES OUTLINED IN THE GUIDELINE	2	43.4	2	53.3	2	44.3			1	39.1	2	44.3
CONTEMPORARY NATURE OF THE GUIDELINE	2	45.7	2	55.5	2	42.0	2	53.3	1	45.8	2	45.4
AVAILABILITY OF RESOURCE ASSUMED BY GUIDELINE	3	38.4	3	40.8	2	39.7	3	38.6	2	43.7	2	36.9
STUDENT ABILITY TO COMPREHEND SUBJECT MATERIAL SUGGESTED IN THE GUIDELINE	2	51.4	2	62.8	2	51.9			2	50.0	2	54.0
DIRECTIONS FOR IMPLEMENTING THE GUIDELINE	3	37.3	3	38.9	4	35.5	3	29.5	2	34.7	3	33.6
TOTAL FOR EACH PERSONNEL LEVEL	2	41.4	2	45.8	2	41.5	2	43.2	2	35.2		
NUMBER OF RESPONDENTS	6758		1354		253		45		73		8483	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

REPORT F

RATE EACH OF THE FOLLOWING RESOURCES IN TERMS OF ITS USEFULNESS TO YOU IN DEVELOPING A CURRICULUM .

REQUEST OF THE MIN OF EDUCATION

1 = VERY USEFUL
2 = MODERATELY USEFUL
3 = LITTLE USE
4 = NOT USEFUL

RESOURCES	PERSONNEL LEVEL --- TEACHER MODE	TEACHER PERCENT	PRINCIPAL MODE	PRINCIPAL PERCENT	SCHOOL BOARD CONSULTANT MODE	SCHOOL BOARD CONSULTANT PERCENT	MINISTRY PROGRAM CONSULTANT MODE	MINISTRY PROGRAM CONSULTANT PERCENT	TOTAL FOR EACH RESOURCE MODE	TOTAL FOR EACH RESOURCE PERCENT
MINISTRY GUIDELINE	2	38.0	2	42.7	2	46.2	2	47.5	2	43.6
FILMS	2	34.1	2	42.8	2	33.2	2	45.8	2	39.0
RECORDS	2	41.4	2	48.2	2	51.7	2	57.4	2	49.7
PROFESSIONAL JOURNALS	2	42.0	2	47.5	3	40.9	2	46.8	2	44.1
PERIODICALS	4	37.9	2	43.3	4	26.8	1	30.5	4	27.5
PRINCIPAL	4	41.5	2	41.6	2	44.3	1	58.8	2	36.8
MINISTRY PROGRAM CONSULTANT	1	35.9	4	43.8	2	37.7	1	44.4	1	36.0
DEPARTMENT HEAD	4	43.3	2	47.5	1	48.2	2	44.8	2	37.7
SCHOOL BOARD CONSULTANT	2	51.9	2	58.8	2	42.6	1	46.6	2	48.2
MINISTRY PUBLICATIONS	3	38.4	3	41.6	3	37.2	2	48.2	3	36.9
SCHOOL BOARD MATERIAL	4	40.6	2	45.8	2	42.7	2	53.7	2	42.1
TEACHER PED. MATERIAL	4	36.8	3	37.7	3	37.4	2	36.4	3	35.0
NOTES FROM COURSES	2	46.5	2	58.0	2	54.1	2	57.4	2	54.0
TEXTBOOKS	2	49.9	2	60.5	2	48.5	2	51.7	2	52.6
TOTAL FOR EACH PERSONNEL LEVEL	2	24.2	2	45.2	2	40.7	2	44.3		
NUMBER OF RESPONDENTS	6251		973		250		64		7538	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE THE GUIDELINE'S EFFECT ON EACH OF THE FOLLOWING .

1 = MORE 2 = NO CHANGE 3 = LESS

	PERSONNEL LEVEL									
	TEACHER		PRINCIPAL		SCHOOL BOARD CONSULTANT		MINISTRY PROGRAM CONSULTANT		TOTAL FOR EACH FEATURE	
GUIDELINE EFFECT ON:	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
TEACHER ATTENTION TO STUDENTS	3	69.1	1	51.4					3	76.8
STUDENT FREEDOM TO DETERMINE OWN COURSE OF STUDY	3	54.9	1	58.0					1	47.8
STUDENT EXPOSURE TO A VARIETY OF TOPICS	1	48.5	1	69.2					1	58.9
RELEVANCE OF SUBJECT AREAS TO STUDENT	3	47.7	1	60.8					1	52.4
STUDENT RELIANCE ON TEXT	3	48.3	2	69.2					2	56.0
STUDENT UNDERSTANDING OF SUBJECT	3	56.2	1	47.4					3	50.0
STUDENT INTEREST IN COURSE RELATED ACTIVITIES	3	51.4	1	56.9					1	55.1
DIALOGUE IN CLASS	3	53.9	1	69.8					1	55.6
TIME TEACHERS SPEND WITH STUDENTS			3	78.6					3	78.6
TEACHER FREEDOM IN DETERMINING COURSE CONTENT			1	54.2					1	54.2
EMPHASIS ON CURRICULUM DEVELOPMENT			3	52.6	3	51.5	3	47.8	3	50.7
SCHOOL INVOLVEMENT WITH BOARD PERSONNEL			3	70.4	3	56.2	3	50.7	3	59.2
TEACHER RELIANCE ON TEXT			1	51.3					1	51.3
TIME SPENT WITH TEACHERS			3	69.6					3	69.6
TEACHER DEMAND FOR GUIDANCE					3	52.2	1	61.4	1	53.6
TEACHER EMPHASIS ON CURRICULUM DEVELOPMENT					1	58.2	1	65.2	1	61.9
SCOPE OF COURSES TAUGHT					1	59.9	1	66.2	1	63.2
TOTAL FOR EACH PERSONNEL LEVEL	3	53.3	3	44.1	3	47.1	1	46.2		
NUMBER OF RESPONDENTS	5917		964		248		70		7199	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

(RESP[illegible]S ARE SHOWN ONLY FOR FEATURES RELEVANT TO EACH PERSC[illegible]L LEVEL.)

HAVE YOU EVER RECEIVED ANY OF THE FOLLOWING TYPE OF SUPPLEMENTARY MATERIAL ?

YES RESPONSES ARE SHOWN

TYPE OF MATERIAL RECEIVED	PERSONNEL LEVEL: TEACHER NUMBER	TEACHER PERCENT	PRINCIPAL NUMBER	PRINCIPAL PERCENT	SCHOOL BOARD CONSULTANT NUMBER	SCHOOL BOARD CONSULTANT PERCENT	MINISTRY CONSULTANT NUMBER	MINISTRY CONSULTANT PERCENT	TOTAL FOR EACH TYPE OF MATERIAL NUMBER	TOTAL FOR EACH TYPE OF MATERIAL PERCENT
OUTLINE OF TOPICS AND TEACHING METHODS	2560	16.8	831	17.9	110	16.1	39	16.4	3540	17.8
COURSE OF STUDY FOR CLASSROOM USE	1979	13.0	668	14.4	75	11.0	34	14.3	2756	13.2
TEXTBOOK	2239	14.7	534	11.5	105	15.4	34	14.3	2912	14.0
LIST OF TEXTS	2107	13.8	627	13.5	96	14.1	27	11.3	2857	13.7
LIST OF RESOURCES	2521	16.5	861	18.6	119	17.4	35	14.7	3536	17.0
TEACHING AID	2081	13.6	562	12.1	98	14.3	30	12.6	2771	13.3
DIRECTIONS FOR IMPLEMENTING GUIDELINE	750	4.9	326	7.0	37	5.4	15	6.7	1129	5.4
OTHER MATERIAL	1013	6.6	222	4.8	43	6.3	23	9.7	1301	6.3
TOTAL FOR EACH PERSONNEL LEVEL	15250	100.0	4631	100.0	683	100.0	238	100.0	20802	100.0
NUMBER OF RESPONDENTS RECEIVING MATERIAL	4372		1140		183		56		5751	
NUMBER OF RESPONDENTS NOT RECEIVING MATERIAL	2504		236		74		17		2931	

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

FROM WHOM DID YOU RECEIVE SUPPLEMENTARY MATERIAL RELATED TO THE GUIDELINE ?

REQUEST # 1 FOR MIN OF EDUCATION

YES RESPONSES ARE SHOWN

SOURCE OF SUPPLEMENTARY MATERIAL	PERSONNEL LEVEL									
	---TEACHER---		--PRINCIPAL--		SCHOOL BOARD --CONSULTANT--		MINISTRY --CONSULTANT--		TOTAL FOR EACH ----SOURCE-----	
	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
CENTRAL OFFICE OF THE MINISTRY	603	4.7	411	10.1	46	7.0	34	16.2	1094	6.2
MINISTRY PROGRAM CONSULTANT	1406	11.0	637	15.7	126	19.2	44	21.0	2213	12.5
SCHOOL BOARD OFFICE	1182	9.2	761	18.7	49	7.5	9	4.3	2001	11.3
SCHOOL BOARD CONSULTANT	1349	10.6	672	16.5	63	9.6	23	11.0	2107	11.9
PRINCIPAL	1406	11.0	194	4.8	33	5.0	7	3.3	1640	9.3
DEPARTMENT HEAD	1098	8.6	44	1.1	50	7.6	19	9.0	1211	6.8
TEACHER	2004	15.7	368	9.0	81	12.4	25	11.9	2478	14.0
PUBLISHER	1976	15.5	643	15.8	140	21.4	34	16.2	2793	15.8
FACULTY OF EDUCATION	760	5.9	135	3.3	21	3.2	7	3.3	923	5.2
ANOTHER SOURCE	997	7.8	203	5.0	46	7.0	8	3.8	1254	7.1
TOTAL FOR EACH PERSONNEL LEVEL	12781	100.0	4068	100.0	655	100.0	210	100.0	17714	100.0
NUMBER OF RESPONDENTS	4292		1134		186		55		5667	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

RATE THE USEFULNESS OF THE SUPPLEMENTARY MATERIAL YOU RECEIVED ACCORDING OF THE FOLLOWING OPTIONS .

REQUEST # 1 FO
MIN OF EDUCATIO

1 = VERY USEFUL 2 = MODERATELY USEFUL 3 = LITTLE USE 4 = NOT USEFUL

USES OF SUPPLEMENTARY MATERIAL	PERSONNEL LEVEL							
	---TEACHER---		--SCHOOL BOARD CONSULTANT--		--MINISTRY PROGRAM CONSULTANT--		--TOTAL EACH USE-	
	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT	MODE	PERCENT
GUIDE FOR FORMULATING APPROACH TO TEACHING	2	50.7	2	50.3	2	62.3	2	54.5
PRACTICAL MATERIAL FOR COURSE PREPARATION	2	49.9	2	55.5	2	44.4	2	49.9
PRACTICAL MATERIAL FOR STUDENT IN THE CLASSROOM	2	42.8	2	48.9	1	46.3	2	44.2
BASIS FOR CURRICULUM DEVELOPEMENT	2	49.1	2	43.9	2	40.7	2	44.6
COURSE OF STUDY TO FOLLOW	2	40.7	2	36.5	2	30.6	2	35.9
TOTAL FOR EACH PERSONNEL LEVEL	2	46.6	2	47.1	2	43.9		
NUMBER OF RESPONDENTS	4315		184		55		4554	

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

HAVE YOU EVER DEVELOPED ANY OF THE FOLLOWING TYPES OF SUPPLEMENTARY MATERIALS ?

YES RESPONSES ARE SHOWN

TYPE OF MATERIAL DEVELOPED	PERSONNEL LEVEL --TEACHER-- NUMBER	PERCENT	--PRINCIPAL-- NUMBER	PERCENT	SCHOOL BOARD --CONSULTANT-- NUMBER	PERCENT	MINISTRY --CONSULTANT-- NUMBER	PERCENT	TOTAL FOR EACH TYPE OF MATERIAL NUMBER	PERCENT
OUTLINE OF TOPICS AND TEACHING METHODS	2615	24.3	810	28.0	129	23.6	35	18.4	3589	24.9
COURSE OF STUDY FOR CLASSROOM USE	3385	31.4	704	24.3	93	17.0	19	10.0	4201	29.2
TEXTBOOK	309	2.9	42	1.4	10	1.8	3	1.6	364	2.5
LIST OF TEXTS	742	6.9	182	6.3	70	12.8	14	7.4	1008	7.0
LIST OF RESOURCES	1494	13.8	485	16.7	118	21.6	42	22.1	2129	14.8
TEACHING AID	1590	14.7	374	12.9	75	13.7	33	17.4	2062	14.3
DIRECTIONS FOR IMPLEMENTING GUIDELINE	655	6.1	300	10.4	52	9.5	44	23.2	1051	7.3
TOTAL FOR EACH PERSONNEL LEVEL	10770	100.0	2897	100.0	547	100.0	190	100.0	14404	100.0
NUMBER OF RESPONDENTS DEVELOPING MATERIAL	4396		1032		181		60		5669	
NUMBER OF RESPONDENTS NOT DEVELOPING MATERIAL	2481		344		76		13		2914	

(RESPONDENTS ARE PERMITTED TO SELECT MORE THAN ONE OPTION.)

HOW MUCH OF YOUR CURRICULUM DEVELOPMENT ACTIVITY IS SPENT WORKING WITH (A) THE MINISTRY GUIDELINE AND (B) SUPPLEMENTARY MATERIAL ?

HOW MUCH OF THE TIME YOU SPEND ON CURRICULUM DEVELOPMENT IS TIME IN WHICH YOU ARE FREED FROM CLASSROOM DUTIES FOR CURRICULUM WORK ?

1 = NO TIME FREED
2 = LESS THAN 1/2
3 = 1/2 TIME FREED
4 = MORE THAN 1/2

TIME SPENT WITH GUIDELINE	TIME SPENT WITH SUPPLEMENTARY MATERIAL: NO TIME			LESS THAN 25%			--25%-50%--			MORE THAN 50%			TOTAL FOR TIME WITH GUIDELINE		
	NUMBER	MODE	PCT	NUMBER	MODE	PCT	NUMBER	MODE	PCT	NUMBER	MODE	PCT	NUMBER	MODE	PCT
NO TIME	760	1	88.2	194	1	82.0	75	1	77.3	125	1	82.4	1154	1	85.8
LESS THAN 25 %	350	1	4.3	1153	1	69.0	504	1	64.1	632	1	64.1	2639	1	67.6
25 TO 50 %	67	1	62.7	276	1	56.9	639	1	59.5	292	1	56.8	1274	1	58.5
MORE THAN 50 %	55	1	60.0	172	1	65.1	201	1	51.7	176	1	56.8	604	1	57.8
TOTAL FOR TIME WITH SUPPLEMENTARY MATERIAL	1232	1	81.6	1795	1	68.1	1419	1	61.0	1225	1	63.2	5671	1	68.2

RATE EACH OBJECTIVE ACCORDING TO THE IMPORTANCE THAT:
(A) THE MINISTRY GUIDELINE PLACES UPON THE OBJECTIVE.
(B) YOU FEEL THE GUIDELINE SHOULD PLACE UPON THE OBJECTIVE.

REQUEST # 3 FOR
MIN OF EDUCATION

1=VERY IMPORTANT
2=MODERATELY IMPORTANT
3=OF LITTLE IMPORTANCE
4=OF NO IMPORTANCE

OBJECTIVES	PERSONNEL LEVEL: TEACHER A MODE	TEACHER A PCT	TEACHER B MODE	TEACHER B PCT	PRINCIPAL A MODE	PRINCIPAL A PCT	PRINCIPAL B MODE	PRINCIPAL B PCT	SCHOOL BOARD CONSULTANT A MODE	SCHOOL BOARD CONSULTANT A PCT	SCHOOL BOARD CONSULTANT B MODE	SCHOOL BOARD CONSULTANT B PCT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT A MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT A PCT	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT B MODE	SCHOOL BOARD DIRECTOR/ SUPERINTENDENT B PCT	MINISTRY PROGRAM CONSULTANT A MODE	MINISTRY PROGRAM CONSULTANT A PCT	MINISTRY PROGRAM CONSULTANT B MODE	MINISTRY PROGRAM CONSULTANT B PCT	TOTAL OF EACH OBJECTIVE A MODE	TOTAL OF EACH OBJECTIVE A PCT	TOTAL OF EACH OBJECTIVE B MODE	TOTAL OF EACH OBJECTIVE B PCT
TO OUTLINE CLASS CONDITIONS THAT ENHANCE LEARNING EXPERIENCE	1	52.2	1	58.9	1	50.7	1	61.0	1	54.4	1	79.7	1	100.0			1	73.3	1	93.3	1	66.1	1	73.2
TO FOCUS ON DEVELOPMENT OF SKILLS	1	41.6	1	61.6	2	44.7	1	63.5	2	49.3	1	63.8	2	66.7	2	66.7	2	86.7	2	60.0	2	57.7	1	47.1
TO FOCUS ON STUDENT INTELLECTUAL DEVELOPMENT	1	62.4	1	75.7	1	62.2	1	79.3	1	59.7	1	78.3	1	66.7	1	66.7	1	66.7	1	93.3	1	63.5	1	78.1
TO PROVIDE INFORMATION ON USEFUL SUPPLEMENTARY MATERIALS	2	43.1	1	44.6	2	45.4	2	46.6	2	43.3	1	48.5	3	66.7	1	33.3	3	53.3	1	46.7	3	40.4	1	42.1
TO PROMOTE INDIVIDUAL CURRICULUM DEVELOPMENT	2	39.7	1	54.2	2	37.3	1	47.6	3	45.6	1	49.3	2	33.3	1	66.7	2	66.7	2	46.7	2	41.2	1	47.5
TO PROVIDE USEFUL TOPIC AND LESSON SUGGESTIONS	1	47.5	1	45.7	1	59.1	1	47.0	1	51.5	1	55.1	2	66.7	2	66.7	1	33.3	1	86.7	1	45.0	1	53.6
TO PROMOTE CURRICULUM DEVELOPMENT BY LOCAL COMMITTEES	2	38.4	2	39.9	1	54.5	1	50.7	1	44.1	1	62.3	2	66.7	1	33.3	3	33.3	1	33.3	2	38.9	1	43.6
TO ENCOURAGE IMAGINATIVE USE OF RESOURCES	1	47.5	1	60.6	1	50.7	1	62.6	1	47.8	1	75.4	1	66.7	2	66.7	1	53.3	1	73.3	1	53.2	1	61.1
TO ENCOURAGE USE OF INDIVIDUAL CHILD EXPERIENCE	1	60.5	1	69.0	1	62.0	1	66.9	1	67.2	1	87.0	1	100.0	1	66.7	1	60.0	1	100.0	1	70.0	1	77.9
TOTAL FOR EACH PERSONNEL LEVEL	1	43.6	1	56.5	1	45.5	1	57.8	1	41.4	1	66.8	1	40.7	1	45.8	2	40.0	1	62.2				
NUMBER OF RESPONDENTS	2423				1216				69				3				15				3726			

(THE TOTAL MODE IS A WEIGHTED TOTAL MODE.)

APPENDIX C

REGIONAL RESPONSE BY GUIDELINE

BY PERSONNEL LEVEL

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	19 4.2 3.6 0.2	35 8.1 4.8 0.4	21 4.9 3.1 0.2	57 13.3 4.7 0.6	48 11.2 4.4 0.5	58 13.5 5.0 0.6	56 13.0 4.0 0.6	58 13.5 4.8 0.6	43 10.0 5.8 0.4	36 8.4 3.1 0.4	430 4.3
BIOLOGY BP50	21 4.7 4.3 0.2	27 6.5 3.7 0.3	21 4.3 3.1 0.2	46 9.3 3.8 0.5	57 11.6 5.3 0.6	58 11.8 5.0 0.6	79 16.1 5.6 0.8	65 13.3 7.0 0.9	46 9.3 6.2 0.5	50 10.2 4.3 0.5	492 5.0
CHEMISTRY BP51	18 4.7 3.4 0.2	26 6.8 3.6 0.3	15 3.9 2.2 0.2	51 13.3 4.2 0.5	39 10.2 3.6 0.4	48 12.5 4.1 0.5	55 14.4 3.9 0.6	59 15.4 4.9 0.6	39 9.9 5.1 0.4	34 8.9 2.9 0.3	383 3.9
CL CONSTRUCTN TR	14 4.8 2.6 0.1	19 6.5 2.6 0.2	29 9.9 3.6 0.2	40 13.5 3.3 0.4	23 7.8 2.1 0.2	35 11.9 3.0 0.4	46 15.6 3.3 0.5	28 9.5 2.3 0.3	28 9.5 3.8 0.3	37 12.6 3.2 0.4	294 2.9
ENGLISH INTERMED	29 3.8 3.5 0.3	57 7.4 7.9 0.6	33 4.3 4.9 0.3	96 12.4 8.0 1.0	85 11.0 7.9 0.9	99 12.8 6.8 1.0	131 17.0 9.3 1.3	125 16.2 10.3 1.3	58 7.5 7.9 0.6	59 7.6 5.0 0.6	772 7.8
FRANCAIS-NIV INT	0 0.0 0.0 0.0	6 14.0 1.1 0.1	11 19.3 1.6 0.1	7 12.3 0.6 0.1	0 0.0 0.0 0.0	5 8.8 0.4 0.1	1 1.8 0.1 0.0	0 0.0 0.0 0.0	2 0.0 0.0 0.0	25 43.9 2.1 0.3	57 0.6
GERMAN 1&5,15	4 1.7 0.9 0.0	1 0.4 0.1 0.0	6 2.5 0.9 0.1	29 12.2 2.4 0.3	33 13.9 3.1 0.3	32 13.4 2.8 0.3	56 23.5 4.0 0.6	49 20.6 4.0 0.5	13 5.5 1.7 0.1	15 6.3 1.3 0.2	238 2.4
MAN.SCI & TECHNO	1 5.9 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 29.4 0.4 0.1	0 0.0 0.0 0.0	1 5.9 0.1 0.0	8 47.1 0.6 0.1	2 11.8 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	17 0.2
SCIENCE-INT DIV	17 5.1 3.2 0.2	16 4.8 2.2 0.2	14 4.2 2.1 0.1	49 14.7 4.1 0.5	49 14.7 4.5 0.5	36 10.8 3.1 0.4	58 17.4 4.1 0.6	37 11.1 3.1 0.4	24 7.2 3.2 0.2	33 9.9 2.8 0.3	333 3.4
SCREEN EDUCATION	4 10.0 0.8 0.0	2 5.0 0.3 0.0	3 7.5 0.4 0.0	1 2.5 0.1 0.0	1 2.5 0.1 0.0	2 5.0 0.2 0.0	15 37.5 1.1 0.2	10 25.0 0.8 0.1	1 2.5 0.1 0.0	1 2.5 0.1 0.0	40 0.4
TYPEWRITING PERS	15 3.1 2.8 0.2	31 6.7 4.4 0.3	36 7.8 5.7 0.4	64 13.8 5.3 0.6	54 11.6 5.0 0.5	54 11.6 5.5 0.6	59 12.7 4.2 0.6	71 15.3 5.9 0.7	31 6.7 4.2 0.3	60 12.9 5.1 0.6	469 4.9
WORLD RELIGIONS	0 0.0 0.0 0.0	7 8.0 1.0 0.1	2 2.3 0.3 0.0	11 12.5 0.9 0.1	3 3.4 0.3 0.0	13 14.8 1.1 0.1	12 13.6 0.9 0.1	20 22.7 1.7 0.2	6 6.8 0.8 0.1	14 15.9 1.2 0.1	88 0.9
INFORMATICS	6 3.2 1.1 0.1	16 8.5 2.2 0.2	4 2.1 0.6 0.0	31 16.5 2.6 0.3	21 11.2 1.9 0.2	21 11.2 1.8 0.2	36 19.1 2.6 0.4	24 12.8 2.0 0.2	16 7.4 1.9 0.1	15 8.0 1.3 0.2	188 1.9
SNR MATHEMATICS	28 3.9 5.3 0.3	35 4.9 4.8 0.4	35 4.9 5.2 0.4	97 13.6 8.0 1.0	89 12.4 8.2 0.9	77 10.8 6.6 0.8	109 15.2 7.8 1.1	96 13.4 7.9 1.0	61 8.5 8.2 0.6	88 12.3 7.5 0.9	715 7.2
MAN & THE EARTH	14 3.1 2.6 0.1	23 5.1 3.2 0.2	20 4.7 3.0 0.3	68 14.9 5.6 0.7	58 12.7 5.4 0.6	58 12.7 5.0 0.6	65 14.3 4.6 0.7	76 16.7 6.3 0.8	31 6.8 4.2 0.3	36 7.9 3.1 0.4	455 4.6
INTER MUSIC 1972	4 1.3 0.8 0.0	18 5.9 2.5 0.2	21 6.9 3.1 0.2	20 6.6 2.2 0.3	20 6.6 1.9 0.2	25 8.2 2.2 0.3	66 21.7 4.7 0.7	77 25.3 6.4 0.8	15 4.9 2.0 0.2	32 10.5 2.7 0.3	304 3.1
PEOPLE & POLITIC	22 6.0 4.1 0.2	32 8.7 4.4 0.3	12 3.3 1.8 0.1	44 11.9 3.6 0.4	38 10.3 3.5 0.4	51 13.8 4.4 0.5	50 13.6 3.6 0.5	44 11.9 3.6 0.4	34 9.2 4.6 0.3	42 11.4 3.6 0.4	369 3.7
Pupils	314 7.4 59.1 3.2	367 8.7 50.8 3.7	302 7.2 57.2 3.0	485 11.5 40.2 4.9	461 10.9 42.7 4.7	478 11.3 41.2 4.8	500 11.8 35.7 5.1	340 8.2 28.4 3.5	300 7.1 40.4 3.0	597 14.1 50.9 6.0	4293 43.8
COLUMN TOTAL	531 5.4	722 7.3	668 6.7	1207 12.2	1079 10.9	1161 11.7	1402 14.2	1210 12.2	743 7.5	1174 11.9	9897 100.0

REGIONAL TEACHER RESPONSE

BY GUIDELINE

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	1 7.1 16.7 0.6	1 7.1 8.3 0.6	1 7.1 12.5 0.6	2 14.3 6.7 1.1	0 0.0 0.0 0.0	1 7.1 5.3 0.6	5 35.7 15.2 2.8	1 7.1 2.9 0.6	1 7.1 8.3 0.6	1 7.1 8.3 0.6	14 7.7
BIOLOGY PPSO	1 9.1 16.7 0.6	1 9.1 8.3 0.6	0 0.0 0.0 0.0	2 18.2 6.7 1.1	0 0.0 0.0 0.0	1 9.1 5.3 0.6	1 9.1 3.0 0.6	3 27.3 8.6 1.7	0 0.0 0.0 0.0	2 18.2 16.7 1.1	11 6.1
CHEMISTRY APSI	0 0.0 0.0 0.0	1 5.6 8.3 0.6	0 0.0 0.0 0.0	3 16.7 10.0 1.7	3 16.7 21.4 1.7	4 22.2 21.1 2.2	2 11.1 6.1 1.1	3 16.7 8.6 1.7	1 5.6 8.3 0.6	1 5.6 8.3 0.6	18 9.9
EL CONSTRUCTN TF	1 12.5 16.7 0.6	1 12.5 8.3 0.6	1 12.5 12.5 0.6	0 0.0 0.0 0.0	1 12.5 7.1 0.6	1 12.5 5.3 0.6	1 12.5 3.0 0.6	1 12.5 2.9 0.6	1 12.5 8.3 0.6	0 0.0 0.0 0.0	8 4.4
ENGLISH INTERMED	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 7.1 3.3 0.6	0 0.0 0.0 0.0	2 14.3 10.5 1.1	1 7.1 3.0 0.6	7 50.0 20.0 3.9	1 7.1 8.3 0.6	2 14.3 16.7 1.1	14 7.7
FRANCAIS-NIV INT	0 0.0 0.0 0.0	1 16.7 8.3 0.6	1 16.7 12.5 0.6	3 50.0 10.0 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 2.9 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 3.3
GERMAN IES.IS	0 0.0 0.0 0.0	1 11.1 8.3 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 22.2 14.3 1.1	2 22.2 10.5 1.1	2 22.2 6.1 1.1	1 11.1 2.9 0.6	1 11.1 8.3 0.6	0 0.0 0.0 0.0	9 5.0
MAN.SCI & TECHNO	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 3.3 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 3.0 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 1.1
SCIENCE-INT DIV	0 0.0 0.0 0.0	2 18.2 16.7 1.1	1 9.1 12.5 0.6	4 36.4 13.3 2.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 3.0 0.6	3 27.3 8.6 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	11 6.1
SCREEN EDUCATION	1 11.1 16.7 0.6	0 0.0 0.0 0.0	1 11.1 12.5 0.6	2 22.2 6.7 1.1	1 11.1 7.1 0.6	1 11.1 5.3 0.6	3 33.3 9.1 1.7	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 5.0
TYPEWRITING PERS	0 0.0 0.0 0.0	1 6.7 8.3 0.6	2 13.3 25.0 1.1	1 6.7 3.3 0.6	2 13.3 14.3 1.1	0 0.0 0.0 0.0	2 13.3 6.1 1.1	4 26.7 11.4 2.2	1 6.7 8.3 0.6	2 13.3 16.7 1.1	15 8.3
WORLD RELIGIONS	0 0.0 0.0 0.0	2 20.0 16.7 1.1	1 10.0 12.5 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 30.0 9.1 1.7	1 10.0 2.9 0.6	2 20.0 16.7 1.1	1 10.0 8.3 0.6	10 5.5
INFORMATICS	1 16.7 16.7 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 3.3 0.6	1 16.7 7.1 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 16.7 2.9 0.6	1 16.7 8.3 0.6	1 16.7 8.3 0.6	6 3.3
SNR MATHEMATICS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 22.2 13.3 2.2	1 5.6 7.1 0.6	3 16.7 15.8 1.7	6 33.3 18.2 3.3	4 22.2 11.4 2.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	18 9.9
MAN & THE EARTH	1 7.7 16.7 0.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 15.4 6.7 1.1	2 15.4 14.3 1.1	1 7.7 5.3 0.6	4 30.8 12.1 2.2	1 7.7 2.9 0.6	1 7.7 8.3 0.6	1 7.7 8.3 0.6	13 7.2
INTER MUSIC 1972	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 33.3 10.0 1.7	1 11.1 7.1 0.6	2 22.2 10.5 1.1	0 0.0 0.0 0.0	2 22.2 5.7 1.1	1 11.1 8.3 0.6	0 0.0 0.0 0.0	9 5.0
PEOPLE & POLITIC	0 0.0 0.0 0.0	1 12.5 8.3 0.6	0 0.0 0.0 0.0	1 12.5 3.3 0.6	0 0.0 0.0 0.0	1 12.5 7.1 0.6	1 12.5 3.0 0.6	2 25.0 5.7 1.1	1 12.5 8.3 0.6	1 12.5 8.3 0.6	8 4.4
COLUMN TOTAL	6 3.3	12 6.6	8 4.4	30 16.6	14 7.7	19 10.5	33 18.2	35 19.3	12 6.6	12 6.6	181 100.0

REGIONAL PRINCIPAL

RESPONSE BY GUIDELINE

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS R	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.6 0.4	0 0.0 0.0 0.0	1 12.5 3.1 0.4	3 37.5 6.0 1.1	2 25.0 4.0 0.8	0 0.0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
BIOLOGY PPSO	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
CHEMISTRY HPSI	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
EL CONSTPUCTN TE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	2 25.0 4.0 0.8	2 25.0 4.0 0.8	0 0.0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
ENGLISH INTERMED	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	2 22.2 4.0 0.8	3 33.3 6.0 1.1	1 11.1 7.1 0.4	0 0.0 0.0 0.0	9 3.4
GERMAN 165.19	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	0 0.0 0.0 0.0	2 22.2 4.0 0.8	4 44.4 8.0 1.5	1 11.1 7.1 0.4	0 0.0 0.0 0.0	9 3.4
MAN.SCI & TECHNO	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 3.6 0.4	1 14.3 3.3 0.4	2 28.6 6.3 0.8	2 28.6 4.0 0.8	1 14.3 2.0 0.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 2.7
SCIENCE-INT CIV	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	3 33.3 6.0 1.1	2 22.2 4.0 0.8	0 0.0 0.0 0.0	1 11.1 4.2 0.4	9 3.4
SCREEN EDUCATION	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 12.5 3.6 0.4	1 12.5 3.3 0.4	1 12.5 3.1 0.4	1 12.5 2.0 0.4	3 37.5 6.0 1.1	0 0.0 0.0 0.0	1 12.5 4.2 0.4	8 3.0
TYPEWRITING PERS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.6 0.4	1 11.1 3.3 0.4	1 11.1 3.1 0.4	2 22.2 4.0 0.8	3 33.3 6.0 1.1	0 0.0 0.0 0.0	1 11.1 4.2 0.4	9 3.4
WORLD RELIGIONS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	2 20.0 4.0 0.8	3 30.0 6.0 1.1	1 10.0 7.1 0.4	1 10.0 4.2 0.4	10 3.8
INFORMATICS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 9.1 3.3 0.4	2 18.2 6.3 0.8	3 27.3 6.0 1.1	4 36.4 8.0 1.5	0 0.0 0.0 0.0	1 9.1 4.2 0.4	11 4.2
SNR MATHEMATICS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	4 40.0 8.0 1.5	2 20.0 4.0 0.8	0 0.0 0.0 0.0	1 10.0 4.2 0.4	10 3.8
MAN & THE EARTH	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 3.6 0.4	1 10.0 3.3 0.4	1 10.0 3.1 0.4	2 20.0 4.0 0.8	3 30.0 6.0 1.1	1 10.0 7.1 0.4	1 10.0 4.2 0.4	10 3.8
INTER MUSIC 1972	4 6.9 40.0 1.5	4 6.9 44.4 1.5	3 5.2 18.8 1.1	7 12.1 25.0 2.7	8 13.8 26.7 3.0	7 12.1 21.9 2.7	8 13.8 16.0 3.0	7 12.1 14.0 2.7	4 6.9 20.6 1.5	6 10.3 25.0 2.3	58 22.1
PEOPLE & POLITIC	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 11.1 3.6 0.4	0 0.0 0.0 0.0	1 11.1 3.1 0.4	3 33.3 6.0 1.1	2 22.2 4.0 0.8	1 11.1 7.1 0.4	1 11.1 4.2 0.4	9 3.4
P.I.J.I.	6 8.3 60.0 2.3	5 6.9 55.6 1.9	13 18.1 81.3 4.9	7 9.7 25.0 2.7	9 12.5 30.0 3.4	7 12.5 20.1 3.4	7 9.7 14.0 2.7	5 6.9 10.0 1.9	5 6.9 35.7 1.9	6 8.3 25.0 2.3	72 27.4
COLUMN TOTAL	10 3.8	9 3.4	16 6.1	28 10.6	30 11.4	32 12.2	50 19.0	50 19.0	14 5.3	24 9.1	263 100.0

REGIONAL SCHOOL BOARD

CONSULTANT RESPONSE BY GUIDELINE

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	1 25.0 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 14.3 1.6	0 0.0 0.0 0.0	1 25.0 14.3 1.6	1 25.0 20.0 1.6	0 0.0 0.0 0.0	4 6.5
BIOLOGY 8950	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 12.5 1.6	1 20.0 12.5 1.6	1 20.0 25.0 1.6	1 20.0 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 20.0 1.6	0 0.0 0.0 0.0	5 8.1
CHEMISTRY 8951	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 3.2
EL CONSTRUCTION	1 25.0 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 25.0 1.6	0 0.0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 6.5
ENGLISH INTERMED	1 25.0 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 6.5
GERMAN 165.15	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.6
MAN. SCI & TECHNO	0 0.0 0.0 0.0	2 20.0 17.9 1.6	1 20.0 12.5 1.6	1 20.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 16.7 1.6	0 0.0 0.0 0.0	2 40.0 40.0 3.2	1 20.0 20.0 1.6	8.1
SCIENCE-INT DEV	0 0.0 0.0 0.0	1 14.3 16.7 1.6	2 28.6 12.5 3.2	1 14.3 12.5 1.6	0 0.0 0.0 0.0	1 14.3 14.3 1.6	1 14.3 16.7 1.6	0 0.0 0.0 0.0	1 14.3 20.0 1.6	1 14.3 20.0 1.6	7 11.3
SCHOOL EDUCATION	0 0.0 0.0 0.0	1 50.0 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 20.0 1.6	2 3.2
WORLD RELIGIONS	1 16.7 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 33.3 25.0 3.2	1 16.7 25.0 1.6	1 16.7 14.3 1.6	0 0.0 0.0 0.0	1 16.7 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 9.7
INFORMATICS	1 20.0 16.7 1.6	0 0.0 0.0 0.0	1 20.0 12.5 1.6	1 20.0 12.5 1.6	0 0.0 0.0 0.0	1 20.0 14.3 1.6	0 0.0 0.0 0.0	1 20.0 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 8.1
SOC MATHEMATICS	1 33.3 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 14.3 1.6	0 0.0 0.0 0.0	1 33.3 20.0 1.6	3 4.8
MAN & THE EARTH	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 12.5 1.6	1 25.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 20.0 1.6	4 6.5
INTER MUSIC 1972	0 0.0 0.0 0.0	1 25.0 16.7 1.6	1 25.0 12.5 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 16.7 1.6	0 0.0 0.0 0.0	1 25.0 20.0 1.6	0 0.0 0.0 0.0	4 6.5
PEOPLE & POLITIC	0 0.0 0.0 0.0	1 33.3 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 25.0 1.6	1 33.3 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	3 4.8
P.I.D.I.	0 0.0 0.0 0.0	1 33.3 16.7 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 14.3 1.6	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 20.0 1.6	0 0.0 0.0 0.0	3 4.8
COLUMN TOTAL	6 9.7	6 9.7	8 12.9	8 12.9	4 6.5	7 11.3	6 9.7	7 11.3	5 8.1	5 8.1	62 100.0

REGIONAL DIRECTOR/SUPERINTENDENT

RESPONSE BY GUIDELINE

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS	1 25.0 25.0 1.4	1 25.0 8.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 10.0 1.4	0 0.0 0.0 0.0	1 25.0 16.7 1.4	0 0.0 0.0 0.0	4 5.4
CHEMISTRY BPSI	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.4
FL CONSTRUCTN TE	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 2.7
ENGLISH INTERPED	1 25.0 25.0 1.4	1 25.0 8.3 1.4	0 0.0 0.0 0.0	1 25.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 25.0 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 5.4
FRANCAIS-HIV INT	0 0.0 0.0 0.0	1 33.3 8.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 20.0 1.4	3 4.1
GERMAN IED.IS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 16.7 1.4	1 33.3 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 33.3 20.0 1.4	3 4.1
MAN.SCI & TECHNO	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 2.7
SCIENCE-INT DIV	0 0.0 0.0 0.0	1 50.0 8.3 1.4	1 50.0 14.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 2.7
SCREEN EDUCATION	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 10.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 1.4
TYPEWRITING PERS	1 11.1 25.0 1.4	1 11.1 8.3 1.4	1 11.1 14.3 1.4	1 11.1 11.1 1.4	1 11.1 20.0 1.4	1 11.1 16.7 1.4	1 11.1 10.0 1.4	1 11.1 10.0 1.4	1 11.1 16.7 1.4	0 0.0 0.0 0.0	9 12.2
WORLD RELIGIONS	0 0.0 0.0 0.0	1 20.0 8.3 1.4	1 20.0 14.3 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 16.7 1.4	0 0.0 0.0 0.0	1 20.0 10.0 1.4	1 20.0 16.7 1.4	1 20.0 20.0 1.4	5 6.8
SAT MATHEMATICS	1 11.1 25.0 1.4	1 11.1 8.3 1.4	1 11.1 14.3 1.4	1 11.1 11.1 1.4	1 11.1 20.0 1.4	1 11.1 16.7 1.4	1 11.1 10.0 1.4	1 11.1 10.0 1.4	1 11.1 16.7 1.4	0 0.0 0.0 0.0	9 12.2
MAN & THE EARTH	0 0.0 0.0 0.0	1 14.3 8.3 1.4	1 14.3 14.3 1.4	1 14.3 11.1 1.4	1 14.3 20.0 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 14.3 10.0 1.4	1 14.3 16.7 1.4	1 14.3 20.0 1.4	7 9.5
INTER MUSIC 1972	0 0.0 0.0 0.0	1 20.0 8.3 1.4	0 0.0 0.0 0.0	1 20.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 20.0 10.0 1.4	1 20.0 10.0 1.4	0 0.0 0.0 0.0	1 20.0 20.0 1.4	5 6.8
PESN.C & POLITIC	0 0.0 0.0 0.0	1 50.0 8.3 1.4	0 0.0 0.0 0.0	1 50.0 11.1 1.4	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 2.7
P.I.J.I.	0 0.0 0.0 0.0	2 13.3 16.7 2.7	2 13.3 28.6 2.7	1 6.7 11.1 1.4	2 13.3 40.0 2.7	2 13.3 33.3 2.7	2 13.3 20.0 2.7	2 13.3 20.0 2.7	2 13.3 33.3 2.7	0 0.0 0.0 0.0	15 20.3
COLUMN TOTAL	4 5.4	12 16.2	7 9.5	9 12.2	5 6.8	6 8.1	10 13.5	10 13.5	6 8.1	5 6.8	74 100.0

REGIONAL MINISTRY CONSULTANT

RESPONSE BY GUIDELINE

APPENDIX D

REGIONAL RESPONSE BY GUIDELINE

BY LANGUAGE OF INSTRUCTION

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10.001	ROW TOTAL
AUTO MECHANICS B	21 4.6 3.8 0.2	21 4.6 3.8 0.2	22 4.8 3.9 0.2	60 13.2 4.4 0.6	48 10.5 4.3 0.5	61 13.4 5.1 0.6	65 14.3 4.4 0.7	62 13.6 4.7 0.6	46 10.1 5.9 0.5	34 7.5 3.5 0.3	456 4.6
BIOLOGY BPSB	24 4.7 4.3 0.2	29 5.5 4.1 0.3	22 4.3 3.9 0.2	58 9.9 4.2 0.5	59 11.6 5.2 0.6	61 12.0 5.1 0.6	82 16.2 5.5 0.8	90 17.8 6.9 0.9	47 9.3 6.0 0.5	44 8.7 4.5 0.4	507 5.1
CHEMISTRY BPSI	18 4.6 3.3 0.2	26 6.3 3.8 0.3	16 3.9 2.7 0.2	55 13.4 4.4 0.6	43 10.5 3.8 0.4	53 12.9 4.4 0.5	60 14.6 4.0 0.6	65 15.8 5.0 0.7	39 9.5 5.0 0.4	36 8.9 3.7 0.4	411 4.1
EL CONSTRUCTN TE	16 5.1 2.9 0.2	19 6.1 2.8 0.2	24 7.7 4.1 0.2	42 13.5 3.3 0.4	26 8.3 2.3 0.3	37 11.9 3.1 0.4	50 16.0 3.4 0.5	33 10.6 2.5 0.3	20 6.4 3.2 0.3	36 11.5 3.7 0.4	312 3.1
ENGLISH INTERMED	31 3.9 5.6 0.3	58 7.2 8.5 0.6	33 4.1 5.7 0.3	100 12.5 7.0 1.0	95 10.6 7.5 0.9	108 12.7 8.5 1.0	135 15.9 9.1 1.4	137 17.1 10.5 1.4	60 7.5 7.7 0.6	61 7.6 6.2 0.6	802 8.0
FRANCAIS-NIV INT	0 0.0 0.0 0.0	2 20.0 0.3 0.0	3 30.0 0.5 0.0	3 30.0 0.2 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 10.0 0.1 0.0	0 0.0 0.0 0.0	1 10.0 0.1 0.0	10 0.1
GERMAN 155.15	4 1.5 0.7 0.0	2 0.8 0.3 0.0	7 2.7 1.2 0.1	30 11.5 2.8 0.3	34 13.0 3.2 0.4	35 13.5 2.9 0.4	61 23.5 4.1 0.6	54 20.8 4.1 0.5	15 5.8 1.9 0.2	18 6.9 1.8 0.2	260 2.6
MAN.SCI & TECHNO	1 3.0 0.2 0.0	1 3.0 0.1 0.0	1 3.0 0.2 0.0	9 27.3 0.7 0.1	1 3.0 0.1 0.0	3 9.1 0.3 0.0	12 36.4 0.8 0.1	4 12.1 0.3 0.0	0 0.0 0.0 0.0	1 3.0 0.1 0.0	33 0.3
SCIENCE-INT DIV	17 4.7 3.1 0.2	20 5.6 2.9 0.2	17 4.7 2.9 0.2	55 15.4 4.4 0.6	50 14.0 4.4 0.5	38 10.6 3.2 0.4	62 17.6 4.2 0.6	42 11.7 3.2 0.4	25 7.0 3.2 0.3	31 8.7 3.2 0.3	358 3.6
SCREEN EDUCATION	3 8.3 0.5 0.0	3 8.3 0.4 0.0	2 5.6 0.2 0.0	2 6.7 0.3 0.0	2 6.7 0.3 0.0	2 6.7 0.3 0.0	10 33.3 1.3 0.2	6 21.7 1.8 0.1	1 3.7 0.1 0.0	2 6.7 0.3 0.0	60 0.6
TYPEWRITING PERS	16 3.1 2.9 0.2	35 6.8 5.1 0.4	41 8.0 7.0 0.4	67 13.0 5.3 0.7	59 11.3 5.1 0.6	66 12.8 5.5 0.7	64 12.4 4.3 0.6	79 15.3 6.0 0.8	33 6.4 4.2 0.3	56 10.9 5.7 0.6	515 5.2
WORLD RELIGIONS	1 0.9 0.2 0.0	10 8.8 1.5 0.1	4 3.5 0.7 0.0	14 12.3 1.1 0.1	5 4.4 0.4 0.1	16 14.0 1.3 0.2	17 14.9 1.1 0.2	26 22.8 2.0 0.3	9 7.9 1.2 0.1	12 10.5 1.2 0.1	114 1.1
INFORMATICS	8 3.8 1.4 0.1	16 7.6 2.3 0.2	8 3.8 0.9 0.1	32 15.7 2.6 0.3	23 11.8 2.0 0.2	24 11.4 2.0 0.2	39 18.6 2.6 0.4	30 14.3 2.3 0.3	15 7.1 1.9 0.2	17 8.1 1.7 0.2	210 2.1
SMP MATHEMATICS	30 4.0 5.4 0.3	36 4.8 5.3 0.4	36 4.8 6.2 0.4	103 13.8 8.2 1.0	92 12.3 8.2 0.9	82 11.0 6.8 0.8	120 16.1 8.1 1.2	106 14.2 7.9 1.0	82 8.3 8.0 0.8	80 10.7 8.2 0.8	745 7.5
MAN & THE EARTH	15 3.1 2.7 0.2	24 4.9 3.5 0.2	28 5.7 4.8 0.3	73 15.0 5.8 0.7	62 12.7 5.5 0.6	58 12.1 4.9 0.6	72 14.8 4.8 0.7	81 16.6 6.2 0.8	34 7.0 4.4 0.3	39 8.0 4.0 0.4	487 4.9
INTER MUSIC 1972	8 2.2 1.4 0.1	24 6.5 3.5 0.2	25 6.7 3.6 0.3	27 9.5 2.9 0.4	29 7.8 2.6 0.3	34 9.1 2.8 0.3	76 20.4 5.1 0.8	85 22.8 6.5 0.9	21 5.6 2.7 0.2	33 8.9 3.4 0.3	372 3.7
PEOPLE & POLITIC	22 5.8 4.0 0.2	35 9.2 5.1 0.4	12 3.1 2.1 0.1	47 12.3 3.7 0.5	39 10.2 3.5 0.4	54 14.1 4.5 0.5	54 14.1 3.6 0.5	48 12.6 3.7 0.5	36 9.4 4.6 0.4	35 9.2 3.6 0.4	382 3.8
Pelelele	316 8.0 67.1 3.2	306 7.8 44.9 3.1	286 7.2 48.6 2.8	476 12.2 38.0 4.8	469 11.9 41.6 4.7	471 12.0 39.3 4.7	580 12.7 53.6 5.8	356 9.1 27.2 3.6	307 7.9 39.4 3.1	444 11.3 45.4 4.5	3932 39.5
COLUMN TOTAL	553 5.5	682 6.8	584 5.9	1261 12.7	1128 11.3	1288 12.8	1490 15.0	1310 13.1	779 7.8	979 9.8	9956 100.0

REGIONAL ENGLISH TEACHER

RESPONSE BY GUIDELINE

COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 9	REGION 1	ROW TOTAL
AUTO MECHANICS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 1.7 0.8	4 0.8
BIOLOGY APSO	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	9 100.0 3.8 1.8	9 1.8
CHEMISTRY APSI	0 0.0 0.0 0.0	1 100.0 1.3 0.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.2
EL CONSTRUCTN IE	0 0.0 0.0 0.0	1 33.3 1.3 0.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	2 66.7 0.8 0.4	3 0.6
ENGLISH INTERMED	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 100.0 25.0 0.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 0.2
FRANCAIS-NIV INT	0 0.0 0.0 0.0	11 19.3 10.1 1.6	9 16.1 7.4 1.8	7 12.5 33.3 1.4	0 0.0 0.0 0.0	5 8.9 20.0 1.0	2 3.6 20.0 0.4	0 0.0 0.0 0.0	25 44.6 10.4 4.9	56 11.1
SCIENCE-INT DIV	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	4 100.0 1.7 0.8	4 0.8
TYPEWRITING APS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	7 100.0 2.9 1.4	7 1.4
WORLD RELIGIONS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	5 100.0 2.1 1.0	5 1.0
SNR MATHEMATICS	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	10 100.0 4.2 2.0	10 2.0
MAN & THE EARTH	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 4.0 0.2	0 0.0 0.0 0.0	0 0.0 0.0 0.0	1 50.0 0.4 0.2	2 0.4
INTCH MUSIC 1972	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	6 100.0 2.5 1.2	6 1.2
PEOPLE & POLITIC	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	0 0.0 0.0 0.0	8 100.0 3.3 1.6	8 1.6
P.I.J.I.	4 1.0 100.0 0.8	69 17.7 87.3 13.6	113 29.0 92.6 22.3	14 3.6 66.7 2.8	3 0.8 75.0 0.6	19 4.9 76.0 3.8	8 2.1 80.0 1.6	1 0.3 100.0 0.2	159 40.8 66.3 31.4	390 77.1
COLUMN TOTAL	4 0.8	79 15.6	122 24.1	21 4.2	4 0.8	25 4.9	10 2.0	1 0.2	240 47.4	506 100.0

REGIONAL FRENCH TEACHER

RESPONSE BY GUIDELINE

APPENDIX E

SUMMARY OF REGIONAL RESPONSE

BY GUIDELINE

VAR298	COUNT / ROW PCT / COL PCT / TOT PCT	REGION 1	REGION 2	REGION 3	REGION 4	REGION 5	REGION 6	REGION 7	REGION 8	REGION 9	REGION 10	ROW TOTAL
AUTO MECHANICS R		21	37	22	60	68	61	65	62	46	38	440
		4.8	8.4	5.0	13.6	15.5	13.9	14.8	14.1	10.5	8.6	4.2
		3.8	4.9	3.1	4.7	6.0	5.0	4.3	4.7	3.9	3.1	
		0.2	0.4	0.2	0.6	0.6	0.6	0.6	0.6	0.4	0.4	
BIOLOGY RPSB		24	28	22	50	59	61	42	50	47	53	516
		4.7	5.4	4.3	9.7	11.4	11.8	8.1	9.7	9.1	10.3	4.9
		4.3	3.7	3.1	3.9	5.2	5.0	3.0	3.8	4.0	4.3	
		0.2	0.3	0.2	0.5	0.6	0.6	0.4	0.5	0.4	0.5	
CHEMISTRY RPSI		19	27	16	55	43	53	60	65	39	36	412
		4.6	6.6	3.9	13.3	10.4	12.9	14.6	15.8	9.5	8.7	3.9
		3.2	3.5	2.3	4.2	3.8	4.3	4.0	5.0	3.0	3.0	
		0.2	0.3	0.2	0.5	0.4	0.5	0.6	0.6	0.4	0.3	
EL CONSTPUCTN TE		16	20	25	42	26	37	50	33	29	38	316
		5.1	6.3	7.9	13.3	8.2	11.7	15.8	10.4	9.2	12.0	3.0
		2.9	2.6	3.5	3.3	2.3	3.0	3.3	2.5	3.7	3.1	
		0.2	0.2	0.2	0.4	0.2	0.4	0.5	0.3	0.3	0.4	
ENGLISH INTERMED		31	58	33	100	66	102	115	137	69	81	603
		5.1	9.6	5.5	16.6	10.9	16.9	19.1	22.7	11.4	13.4	5.7
		5.6	7.6	4.7	7.8	5.8	8.3	9.0	10.4	7.5	7.6	
		0.3	0.6	0.3	1.0	0.6	1.0	1.1	1.3	0.6	0.8	
FRANCAIS-NIV INT		0	10	12	10	0	5	2	1	0	24	66
		0.0	15.2	18.2	15.2	0.0	7.6	3.0	1.5	0.0	36.4	0.6
		0.0	1.3	1.7	0.8	0.0	0.4	0.1	0.1	0.0	2.1	
		0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.2	
GERMAN 165.15		4	2	7	30	36	35	61	54	15	16	260
		1.5	0.8	2.7	11.5	13.8	13.5	23.5	20.8	5.8	6.2	2.5
		0.7	0.3	1.0	2.3	3.2	2.9	4.1	4.1	1.3	1.3	
		0.0	0.0	0.1	0.3	0.3	0.3	0.6	0.5	0.1	0.2	
MAN.SCI & TECHNO		1	1	1	6	1	3	12	4	0	1	33
		3.0	3.0	3.0	27.3	3.0	9.1	36.4	12.1	0.0	3.0	0.3
		0.2	0.1	0.1	0.7	0.1	0.2	0.8	0.3	0.0	0.1	
		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	
SCIENCE-INT DIV		17	20	17	50	50	39	63	42	25	35	362
		4.7	5.5	4.7	13.8	13.8	10.5	17.4	11.6	6.9	9.7	3.5
		3.1	2.6	2.4	4.3	4.4	3.1	4.2	3.2	3.2	2.9	
		0.2	0.2	0.2	0.5	0.5	0.4	0.6	0.4	0.2	0.3	
SCREEN EDUCATION		3	3	4	6	2	4	20	12	1	2	60
		5.0	5.0	6.7	10.0	3.3	6.7	33.3	21.7	1.7	3.3	0.6
		0.5	0.4	0.6	0.5	0.2	0.3	1.3	1.0	0.1	0.2	
		0.0	0.0	0.0	0.1	0.0	0.0	0.2	0.1	0.0	0.0	
TYPEWRITING PERS		15	35	41	67	58	66	64	79	31	63	522
		2.9	6.7	7.9	12.8	11.1	12.6	12.3	15.1	6.3	12.1	5.0
		2.9	4.6	5.8	5.2	5.1	5.4	4.3	6.0	4.2	5.2	
		0.2	0.3	0.4	0.6	0.6	0.6	0.6	0.8	0.3	0.6	
WORLD RELIGIONS		1	10	4	14	5	16	17	20	7	11	119
		0.8	8.4	3.4	11.8	4.2	13.4	14.3	21.8	7.6	16.6	1.1
		0.2	1.3	0.6	1.1	0.4	1.3	1.1	2.0	1.2	1.4	
		0.0	0.1	0.0	0.1	0.0	0.2	0.2	0.2	0.1	0.2	
INFORMATICS		8	16	5	33	23	24	39	30	15	17	210
		3.9	7.6	2.4	15.7	11.0	11.4	18.6	14.3	7.1	8.1	2.0
		1.4	2.1	0.7	2.6	2.0	2.0	2.6	2.3	1.9	1.4	
		0.1	0.2	0.0	0.3	0.2	0.2	0.4	0.3	0.1	0.2	
SNR MATHEMATICS		30	36	36	103	92	82	120	104	62	90	755
		4.0	4.8	4.8	13.6	12.2	10.9	15.9	13.8	8.2	11.9	7.2
		5.4	4.7	5.1	8.0	8.1	6.7	8.0	7.9	7.9	7.4	
		0.3	0.3	0.3	1.0	0.9	0.8	1.1	1.0	0.6	0.9	
MAN & THE EARTH		15	28	28	73	62	60	72	81	36	40	459
		3.1	4.9	5.7	14.9	12.7	12.3	14.7	16.6	7.0	8.2	4.7
		2.7	3.7	4.0	5.7	5.5	4.9	4.8	6.2	4.6	3.3	
		0.1	0.2	0.3	0.7	0.6	0.6	0.7	0.8	0.3	0.4	
INTER MUSIC 1972		8	24	20	37	29	34	76	87	21	39	380
		2.1	6.3	5.3	9.7	7.6	8.9	20.0	22.9	5.5	10.3	3.6
		1.4	3.2	2.8	2.9	2.5	2.8	5.1	6.6	2.7	3.2	
		0.1	0.2	0.2	0.4	0.3	0.3	0.7	0.8	0.2	0.4	
PEOPLE & SOCITIC		22	35	12	42	39	54	54	48	35	44	391
		5.6	9.0	3.1	10.7	10.0	13.8	13.8	12.3	9.0	11.3	3.7
		3.9	4.6	1.7	3.7	3.4	4.4	3.6	3.7	4.6	3.6	
		0.2	0.3	0.1	0.4	0.4	0.5	0.5	0.5	0.3	0.4	
P.I.J.I.		320	375	397	493	472	490	500	350	508	603	4323
		7.4	8.7	9.2	11.4	10.9	11.3	11.6	8.1	11.8	13.9	41.3
		57.5	49.3	56.2	39.5	41.7	40.0	33.3	27.1	39.5	49.4	
		3.1	3.6	3.8	4.7	4.5	4.7	4.8	3.4	4.9	5.8	
COLUMN TOTAL		557	761	707	1252	1132	1225	1501	1312	780	1220	10477
		5.3	7.3	6.7	12.2	10.8	11.7	14.3	12.5	7.4	11.6	100.0

REGIONAL SUMMARY OF RESPONSE

BY GUIDELINE